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ABILITIES OF CLASS IX STUDENTS MTs.N IN WRITING CRITICAL RESPONSE-TEXT THROUGH CONTEXTUAL LEARNING (CTL)

Elfiana M.[1], Wikanengsih[2], Ika Mustika[3]

1,2,3 IKIP Siliwangi

[1]elfianamrt11@gmail.com, [2]wikanengsih@ikipsiliwangi.ac.id, [3]mestikasaja@ikipsiliwangi.ac.id.

ABSTRACT

This study is based on the presence of knowledge investigators that contextual learning is very fun and gives an air of freedom students think deciding a phenomenon, even afford upgrade writing skills. Research this to describe the ability of class IX students skills MTs.N 5 Bandung West in text-critical response through contextual learning (CTL). This study uses a design pretest t and posttest with two instruments, namely nontest (sheet observation) and test (test sheet) with method experiment 25 students of class IX as a sample. Data processors cover grading/scores, grouping, and calculations. The results of the study showed that the skills abilities of grade IX students of MTs.5 West Bandung in writing critical response texts through contextual learning (CTL) went well and smoothly, succeeding by basic competencies in the syllabus. Students are more enthusiastic, the learning atmosphere is more active, interactive, not monotonous, and freer to express ideas, ideas think according to their abilities. Student scores also increased significantly between before and after going through the contextual learning process (CTL). The processed data shows that the initial test score is 59.6 and the final test score is 80.6. Meanwhile, student learning outcomes through the lecture method showed the initial test score of 57.1 and the final test of 72.8. Teachers and students are more closely interacting, the learning atmosphere is more comfortable, and relaxed. This is evident from the fact that 93 % of students follow learning well and 7 % of students do not follow learning well.

Keywords: writing skill, critical response text, contextual learning

ABSTRAK

Penelitian ini didasari oleh adanya pengetahuan peneliti bahwa pembelajaran kontekstual sangat menyenangkan dan memberikan kebebasan siswa dalam berpikir memutuskan suatu fenomena, bahkan mampu meningkatkan keterampilan menulis. Penelitian ini bertujuan untuk mendeskripsikan kemampuan keterampilan siswa kelas IX MTs.N 5 Bandung Barat dalam menulis teks tanggapan kritis melalui pembelajaran kontekstual *(CTL)*. Penelitian ini menggunakan desain pretest dan posttest dengan dua instrumen, yakni nontes (lembar observasi) dan tes (lembar tes) dengan metode eksperimen 25 siswa kelas IX sebagai sampelnya. Pengolahan data meliputi pemberian nilai/skor, pengelompokan, dan perhitungan. Hasil penelitian menunjukkan bahwa kemampuan keterampilan siswa kelas IX MTs.5 Bandung Barat dalam menulis teks tanggapan kritis melalui pembelajaran kontekstual (*CTL*) berjalan dengan baik dan lancar, berhasil sesuai dengan KD pada silabus. Siswa lebih antusias, suasana belajar lebih aktif, interaktif, tidak monoton, dan lebih bebas mengungkapkan ide, gagasan berpikirnya sesuai dengan kemampuannya. Nilai siswa pun meningkat secara signifikan antara sebelum dan sesudah melalui proses pembelajaran kontekstual (*CTL*). Data yang telah diolah menunjukkan bahwa nilai tes awal sebesar 59,6 dan tes akhir sebesar 80,6. Sedangkan, hasil belajar siswa melalui metode ceramah menunjukkan nilai tes awal sebesar 57,1 dan tes akhir sebesar 72,8. Guru dan siswa lebih akrab berinteraktif, suasana belajar lebih nyaman, dan santai. Hal itu terbukti dari 93% siswa mengikuti pembelajaran dengan baik dan 7% siswa tidak mengikuti pembelajaran dengan baik.

Kata Kunci: keterampilan menulis, teks tanggapan kritis, pembelajaran kontekstual (CTL)

INTRODUCTION

Language as a linguistic object is a very important means of communication in human life because human nature is instinctively motivated to interact with each other, both in influencing, declaring their existence, expressing their abilities, expressing their opinions and desires, their curiosity about situations, conditions, and phenomena. The phenomena that surround him, both

through interactive communication (dialogue) and speech (monologue), both oral (spoken text) and written (written text). As a communication tool, language is used to communicate various things, whether they are felt, thought, or experienced. In addition, for the success of the communication process, it is necessary to use effective and communicative language. Effective language is a correct and good language. Meanwhile, communicative language means that the language is easy to understand, does not cause ambiguity (double meaning) so that the meaning of the language it conveys is clear. Even in its application, language users must be able to understand the context. The more formal the language environment is, the more standardized the Indonesian language is. In this regard, the author in the context of a formal environment raises the theme Skills Abilities of Class IX MTs.N Students in Writing Critical Response Texts through Contextual Learning (CTL). By the opinion of Purnamasari (2015) in the results of her thesis which stated that CTL learning was able to improve the writing skills of narrative essays, this encouraged researchers to be interested in examining the Skills Ability of Class IX MTs.N Students in Writing Critical Response Text through Contextual Learning (CTL).

According to the results, the ability average student in writing the text of the critical response is 62% with low criteria. For this reason, the author thinks that the assignment to write a critical response text absolutely must be given to all students in grade IX MTs./SMP as a provision for students to have an opinion both in front of their peers and in the wider community. Through this learning, the authors found two student competencies at once, namely written and oral. However, the authors focus on critical response text writing skills. And, nature of things is the title of the study is the ability of Skills Student Class IX MTs. in Writing Critical Response Text through Contextual Learning (CTL).

In general purpose of the study is to gain description ability skills class IX students in writing the text MTs.N 5 Critical response through contextual learning (CTL). And, in particular, the objectives of this research are: 1) Describe the learning process (activities) of students in the skills abilities of class IX MTs. State 5 students in writing critical response texts through contextual learning (CTL); and 2) Describe student learning outcomes in the skills abilities of grade IX MTsN 5 student in writing critical response texts using appropriate sentences (from word choice, spelling, punctuation, integration of content and ideas/ themes) through contextual learning (CTL).

METHOD

Research methods are descriptive quantitative because it aims to describe the ability of class IX students in skill ability to write text responses critical for obtaining information with wide but not deep. Kusnandar (2011, p. 45) states that classroom action research is research conducted to improve the quality of learning in the classroom. Design research includes pretest and posttest with two instruments, namely the observation sheet and test sheet. This study used data collection techniques using observation sheets to determine student activity in learning the skills of students in writing speech text. Meanwhile, Arikunto (2013, p. 199) states that observation is a narrow activity, paying attention to something with the eye. Psychologically, observation includes activities to focus attention on a particular object by utilizing the five senses. So, observation activities can work well if the five senses are used as a whole to record all events, events that occur during the observation process so that complete and accurate information is obtained.

The population of this study was all the results of the students' skills in writing critical response texts which consisted of five classes, each of which consisted of 25 students. The research sample was class IXC as the experimental class and IXD as the control class. The population is too large, classes IXC and IXD are used as research samples as the experimental class (code X3) and the control class (code X4).

There are two instruments, namely the test sheet (pretest and posttest t which is used to measure the result of understanding and students' skills ability in writing a persuasive speech text through contextual learning) and sheet nontest (observation sheet). Data Technique collection with tests used to assess student learning outcomes in the cognitive domain. Research is carried out as in general experimental research in the field of education which includes steps or procedures (1) Identifying research problems, (2) Formulating and limiting problems, (3) Conducting literature studies, (4) Formulating research hypotheses or statements, (5)) Determine research designs and research methods, (6) Arrange instruments and collect data, (7) Analyze data and present results, (8) Interpret findings, make conclusions on suggestions and recommendations, and (9) Prepare reports and publish them. Processing data is performed by scoring, grouping, calculation, and others. And, the implementation is through the data collection stage, data processing using statistical calculations (SPSS).

RESULTS AND DISCUSSION

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Result

Through contextual learning in writing critical response text for class IX, the writer knows that there is a good response from almost all students in the teaching and learning process. It can be seen from the results of student learning, which reached a value better than at the usual time in the classroom with lectures domination. Students get used to being able to write the text ineffective language. The more skilled a person is ineffective language, the more the quality of his thinking patterns will be seen. And, this can be obtained through practice (training) including practicing writing this critical response text through contextual learning (CTL).

Contextual learning (CTL) is a concept that helps teachers learn to associate the material being taught to the student's real-world situations, encourage students to make connections between the knowledge possessed by its application in the environment of their lives, either as members of the family and society. With this concept, learning outcomes are expected to be more meaningful for students. Students are able through the stages of preparing projects or find problems interesting, make choices and accept responsibility, searching for information and interesting conclusion, active choosing, composing, arranging, touch, planning, investigating, questioning, and make decisions/communicate and apply their life as family members, citizens, and workers (Trianto, 2008).

Contextual Learning in the experimental class is very different from the usual classroom learning control. This difference is very significant, 80.6 for the mean value of the experimental class using contextual learning and 72.8 for the control class score that does not go through contextual learning. Learning to write critical response texts through contextual learning (CTL) was more successful in increasing student achievement compared to using ordinary learning (lectures). The processed data shows that the initial test score is 59.6 and the final test score is 80.6. Meanwhile, the ability to write critical response text through the lecture method shows the initial test results of 57.1 and the final test of 72.8. The T-test uses the help of the IBM SPSS 22 application and the results of hypothesis testing using the T-test and Mann-Whitney. From the results of the T-test calculation, the initial test shows sig. 0.232 which means more than 0.05. While the results of the Mann-Whitney test in the final test showed sig . 2 tailed equal to 003 which means less than 0.05. Thus, it can be concluded that the hypothesis is accepted because the significance value is less than 0.05 and there is a difference in writing critical response texts through contextual learning (CTL) and using the e lecture method.

Thus, writing critical response texts through contextual learning (CTL) goes as expected. Corresponding Gafur (2013,p. 275) says that learning contextual (CTL) looked at the process of

learning takes place only if the student can process or construct their information or knowledge so in such a precisely so that knowledge becomes means by the framework them things.

Discussion

Contextual Learning(CTL, Contextual Teaching, and Learning) is learning that begins with a dish or a question and answer oral (friendly, open, negotiation) related to the real world of student life (daily life modeling), so it will feel the benefits of the material to be presented, motivation to learn emerges, the world of students' thoughts becomes concrete, and the atmosphere becomes conducive-comfortable and enjoyable. Principle contextual learning is student activities, student conduct and experience, not just watch and take notes, and the development of social skills. Through observation, according to the data available, the activity of the learning process of students most of the 25 students carry out her, 95% of students the following study well and 5% of students does not follow learning well. Contextual learning (CTL) can improve student learning outcomes and appropriate also be used for learning that another of his. Based on that, the authors conclude that the results of research conducted in Class IX MTs.N regarding the ability to write critical response text through contextual learning (CTL) according to the problem are that there is a difference in student learning outcomes in that learning.

CONCLUSION

The teaching and learning process of the students' skills of class IX MTs in writing critical response texts through contextual learning went well and smoothly, succeeded by basic competence in the syllabus. Students are more enthusiastic, the learning atmosphere more active, interactive, not monotonous, and students are freer freely express ideas and thinking by their capabilities. Student scores also increased significantly between before and after going through the contextual learning process (CTL). The data that has been processed shows that the mean value of the initial test is 59.6 and the final test is 80.6. Write text-critical response through lecture method shows the average number of initial tests of 57.1 and a final test of 72.8. Teachers and students are more closely interacting, the learning atmosphere is more comfortable, and relaxed. This is evident from the percentage a whole is 93 % of students follow the lesson well and 7 % of students do not follow the lesson well.

The implementation process of learning critical response text writing skills through contextual learning (CTL) at MTs.N 5 West Bandung for the 2019-2020 school year was carried

out well according to the lesson plan. Stages of learning the skill of writing texts critical response begin of the initial activity of learning followed by giving the initial test (pretest) text-critical response, reflected on a material text-critical response through contextual learning (CTL), the application of treatment (treatment), and perform final tests (posttest).

All activities of the learning process are carried out well. If the percentage is right, 100% of researchers carry out their activities. Student observation sheets are used to find out the situation, state, or atmosphere of the learning process. In the learning process, there are seven activities undertaken by students. So, the results of student observations have the expectations of the researcher.

The ability of students' skills in writing critical response texts through contextual learning (*CTL*) can be used as an alternative guide in the learning process of other materials because they are considered more attractive and make students more motivated to be active and dare to express their opinions. In addition, teachers in this lesson can better assess the characteristics of students' activeness in following the learning process. Hopefully the results of this research are useful .

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